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ABSTRACT

Counselor trainees learn about various theories, models, and career assessment measures during their training. However, the transition to practicum and internship often challenges trainees to decide when to apply career theories and measures to specific problems. One proposal is for counselor educators to adopt a taxonomic approach for teaching career problem assessment by using a schema for conceptualizing a client's presenting career problem. The taxonomic model combines a problem-oriented framework with a development-oriented approach to guide the selection of appropriate career services. Two conceptual domains, interpersonal and intrapersonal, each encompass three developmental levels. Within each domain are these three levels of career problems: choosing a career, preparing to enter a chosen occupation, and coping with a career. These domains and levels constitute these six career service areas: career guidance, career placement, career education, career counseling, career development, and career adjustment. For each of the six career service areas, common counselor objectives, theories, and measures have been identified and references to assist in the development of a career course curriculum are available. (Appendixes include 75 references and two tables.) (YLB)

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Running head: CAREER PROBLEM ASSESSMENT

Career Problem Assessment: A Conceptual Schema for Counselor Training

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Abstract

Counseling students learn about various theories, models, and career assessment measures during their training. However, the transition to practicum and internship often challenges students to decide on when to apply career theories and measures to specific problems. An assessment schema is proposed to assist counselor trainees with a systematic approach to conceptualizing a client's career problem. With this assessment schema, counselor educators can help trainees organize data into meaningful categories, reduce conceptual confusion, and engage students in the study of careers.

KEY WORDS: Counselor trainees; career development; measurement; concept formation; learning

Career Problem Assessment: A Conceptual Schema For Counselor Training

One difficult task facing counselor trainees concerns applying abstract career theories to concrete problems presented by clients. This challenge relates to the notion that career problems typically have been conceptualized independent of career theories, resulting in scope limitations, methodological problems, and problems of practical application (Harmon, 1996). Specifically, Herr (1996) stated that the abstract language system applied and definitional distinctions used, such as career guidance and career counseling, raise the issue of semantics. This divergence of theory and practice often spills over to counselor education programs and fosters an impression in students that career theory is not only confusing but irrelevant to practice. This results in difficult and inadequate conceptualization during practicum and beyond.

Counselor educators have become increasingly concerned about their trainees' ability to accurately assess client problems and make sound clinical decisions (Nelson & Neufeldt, 1998). A decade ago, Cummings, Hallberg, Martin, Slemon, and Hiebert (1990) noted that "helping to develop schemata that students can use to conceptualize clients and their concerns is a much more complex process than skill development" (p. 120). Stoltenberg, McNeill and Delworth (1998) asserted that novice counselors often see the world through their own experiences, forcing a familiar template on all new situations. This may result in a focus on assessment data with an absence of conceptualization salient to the client's presenting problem. Although the development of conceptual models of practice has progressed within counseling in general, career counseling lacks models capable of systematically guiding trainees and practitioners (Hackett, 1993). This conceptual void has received limited attention in the counselor education literature.

The counselor education literature (e.g., Beale, 1998; Bradley, 1983; Miller & Soper, 1982) has suggested ways to make learning more enjoyable for counselor trainees rather than helping them to conceptualize career problems. In these relevant but limited approaches, goals appear motivated by the need to convince students of the value in learning and applying a career theory. However, when students begin to practice counseling they often become confused by the complex concepts generated from theory. More attention to helping counselor trainees assess career problems is needed so that they learn how to select appropriate interventions to help clients solve their problems and achieve their goals. Adopting this notion, counselor educators can address the commission of the Association for Counselor Education and Supervision and National Career Development Association (ACES/NCDA, 2000) recommendation for counselor educators to "examine both the career content and process of the training program and assure that the best methods and strategies are being used" (p. 11). By taking a systematic approach to career problem assessment, trainees and practitioners can enhance the quality and impact of career interventions they provide clients. In addition, systematic methods have the potential to make learning about career development more personal and consequently, more engaging.

The present analysis proposes that counselor educators adopt a taxonomic approach for teaching career problem assessment by using a schema for conceptualizing a client's presenting career problem. The taxonomic model to be delineated combines a problem-oriented framework with a development-oriented approach to guide the selection of appropriate career services. Two conceptual domains, interpersonal and intrapersonal each encompasses three developmental levels. These domains and levels constitute six career service areas: career guidance, career placement, career education, career counseling, career development, and career adjustment. Typical goals, major theories, and common measures applied in the six service areas are

presented. In addition, special considerations in training are discussed, and suggestions for research are noted.

Career Problem Conceptualization

Conceptualizing a client's career problem often involves working within a system of classification. Over the years, vocational scholars have proposed diagnostic classifications of career problems (see Rounds & Tinsley, 1984 for a detailed review of the various categories of career problems). A recent theory-based framework by Savickas (1996) was designed as a matrix to strengthen the connection between theory and practice, as well as ease the transaction between researchers and counselors. Elaborating upon Savickas' model for career services offers a schema useful for training students in counselor education. This schema integrates two models of conceptual learning (Gagne, 1985; Timpson & Bendel-Simso, 1996) to help students better organize complex information into logical mental structures.

Conceptual Domains

Career problem assessment begins by locating a career problem in one of two conceptual domains for further exploration as seen in Table 1. The two conceptual domains, viewed simply as the interpersonal and intrapersonal nature of the problems, focus on the counselor's questions and objectives when assessing the career problem. Using this dichotomous framework provides conceptual simplicity, and recognizes that empirical attempts to classify career problems within these two categories have yet to be conducted.

Within the interpersonal domain, there is active negotiation with the environment or a high degree of contact with other persons. This domain concerns interpersonal interaction and frequently involves environmental demands placed on and the social situations surrounding the client. In career guidance, the counselor often explores whether the client wishes to begin a new

job or change an existing position. The objective is to assist a client in learning how to explore matches between their clarified self-concept and jobs. In career placement, the counselor is concerned with how a client attains their chosen positions. The objective is to assist a client after they have made an occupational choice; preparing and refining self-presentation behavior. In career education, the counselor focuses on the individual's dispositions, and problem-solving abilities. An objective is to help a client increase their readiness to make educational and vocational choices. While a client may present with issues related to meeting environmental presses, personal needs often motivate an individual to seek career services.

The intrapersonal domain is growth seeking and discomfort reducing. It involves contact with one's feelings, emotions, and cognitions. This domain concerns intrapersonal processes and frequently involves understanding the client's psychological responses. In career counseling, the counselor explores the client's self-concept, approach to meaning making, and cognitive structure. The objective is to prepare a client to articulate and develop their vocational self-concepts, public identities and develop career decision making skills. In career development, the counselor explores how the client has been and is adapting to multiple life-roles in the context of work (Niles, 1998). A primary objective is to prepare a client to anticipate, become aware of, and cope with concerns arising within the stages of the career life span. In career adjustment, the counselor explores how the client is adapting to thwarting conditions. The objective is to help a client adjust to unanticipated and unique events within their work position by developing coping skills and resilience.

Problem Levels

Assessment begins with a focus on how a client experiences their career problems and aids in determining the experiential level of the presenting problems. In this way, the counselor discerns the implicit or explicit articulation of clients' problems and questions. Within each domain, there are three levels of career problems as seen in Table 2. Level A problems involve choosing an occupation (i.e., career guidance and career counseling). In guidance, a client may possess a lack of information in making a career choice. A client often wants to know, "What shall I choose?" Guidance works well with individuals who possess a clear and stable vocational identity (Holland, 1997). In career counseling, a client may strive toward actualizing oneself but have problems with self-conception. A client may want to know, "Who am I within a career?" Career counseling works well with individuals who appear motivated to learn more about their subjective views of life, develop their personal and vocational identities, or crystallize occupational field and ability level preferences (Savickas, 1996).

Level B problems involve preparing to enter a chosen occupation (i.e., career placement and career development). They require counselors to prepare a client for the career tasks of establishment or exploration and beyond. In career placement, a client may possess a lack of skill to adequately start their position. A client often wants to know, "How do I get a position?" Placement services work well with individuals who feel ready to implement a choice, and have committed themselves to an occupation (Savickas, 1996). In the career development level, there is often a lack of self-understanding, awareness and assertiveness needed for exploratory career behavior. A client may want to know, "What should I expect?" Career development interventions prove most effective with individuals who are unaware of and disoriented to

multiple life-role demands and people of diverse social statuses and cultural backgrounds (Niles, Herr, & Hartung, 2001).

Level C problems involve coping with a career (i.e., career education and career adjustment). They require counselors to help a client cope with developmental career tasks of exploration and maintenance. In the career education level, there is a lack of experience in how to develop one's career. A client may want to know, "Why career?" Career education works well with secondary school students and traditional college students who want to learn to better manage their motivation and implement their self-concepts within an occupation prior to choice (Savickas, 1996). In career adjustment, a client may experience environmental conflict, which requires adaptive responses. A client may want to know, "What is getting in the way of my career?" Career adjustment works well with individuals who appear motivated to increase their success and satisfaction within the work role (Savickas, 1996).

Inductive approaches to teaching about the aforementioned domains and levels can challenge counselor trainees to participate actively in the development of understanding (Timpson & Bendel-Simso, 1996). Instructors can begin introducing this schema by presenting the six service areas, then listing the concepts in a disorganized fashion. Counselor trainees are encouraged to group similar terms and concepts together. Once grouping has occurred, instructors assist students in matching appropriate terms and concepts to particular career service areas. This method is useful for concrete learners, and is appropriate for entry-level career courses. Used as an experiential activity, this process invites trainees to think critically as they process unorganized information, leads them from the concrete toward the abstract and moves teaching from active manipulation toward professional reflection (Timpson & Bendel-Simso, 1996).

Differentiating Services within Levels

Differentiating services within the two problem levels across both domains is an important part of teaching this schema. The distinction between career guidance and career counseling requires learning advanced skills in assessment. This involves understanding Crites' (1974) distinction between the content and process of career-decision making. Content refers to which occupation a client should enter, and focuses on a client's interests and abilities. Process refers to how a client arrives at an occupation, and focuses on decision-making concerns and coping responses. Differentiation begins with assessing the client's degree of indecision, or problems that impede adaptation to the task of making a career choice. Developmental preparedness such as planning, commitment, and a sense of confidence about one's choice are prerequisite to providing career guidance services (Phillips & Blustein, 1994). Level of preparedness is assessed by the *Career Decision Scale* (CDS; Osipow, Carney, Winer, Yanico, & Koschier, 1996), which identifies difficulties that impede career choice closure. For example, if the CDS scales show certainty is high and indecision is low, then the client may benefit from content-oriented career guidance. In contrast, if the CDS scores indicate that certainty is low and indecision is high then clients may benefit from process-oriented career development or career counseling interventions (see Savickas, 2000 for further CDS interpretation).

Scores on the *My Vocational Situation* (MVS; Holland, Daiger, & Power, 1980) can also help in differentiating the need for guidance from career counseling. The MVS includes a measure of the construct of vocational identity (Holland, 1997), or the clarity and stability of an individual's goals, interests, and self-perceptions. A client possessing a high vocational identity scores often experience smooth decision making, low indecision, and display confidence in their ability to make good decisions. Such a client may benefit more from career guidance. A clients

with a low vocational identity score may not be able to process content-based interest inventories without counselor assistance, and most often requires further exploration. This type of client may have low self-esteem, unstable interests, have difficulty generating career options, and would likely benefit from career counseling services (Reardon & Lenz, 1998).

Differentiating between career placement and career development involves identifying the career stage tasks confronting a client. A client who seeks placement services has often negotiated through the exploration stage. Having developed a stable vocational identity and specified a realistic career choice, a client may appear ready to implement their occupational self-concepts. A client may have previously obtained individual or group career guidance and counseling services that have assisted them in clarifying their self-concepts. Career development applies more to an adult client who has secured initial job placement but has become faced with a changing work world and personal environment. Therefore, a client may recycle through atypical stages of career development (Super, 1990). Exploration stage career behaviors such as planning, exploring, and deciding (Phillips & Blustein, 1994) are specific behaviors essential for coping and developing life-role readiness (Niles, 1998) and life-role adaptability (Niles, Herr, & Hartung, 2001). Therefore, career development is concerned with the different ways a client might engage in exploratory behavior to resolve their career concerns (Niles, Anderson, Hartung, & Staton, 1999), and in fostering awareness of tasks to be confronted (Super, 1980).

Differentiation between career education and career adjustment requires understanding the type and degree of coping involved to assure successful resolution. Career education is concerned with psychosocial maturation (Super, 1957). Career education prepares individuals to cope with the developmental tasks of crystallization and specification (Toman & Savickas, 1997) and is rooted in the teaching/learning process (Hoyt and Shylo, 1989). Career adjustment is

concerned with cultural adaptation or how a client adapts to thwarting conditions. Adjustment requires a client to cope with work demands, when there is minimal opportunity to change demands and conditions. Career adjustment counseling may need to be the initial service area before moving a client to services within levels A and B.

An instructional approach to differentiate problem levels uses a hierarchical way of organizing concepts to aid in further defining and intervention planning (Gagne, 1985). For example, attention to concepts such as process, indecision, vocational identity, and self-esteem (i.e., rules) can be interrelated through higher-order rules such as readiness for career choice. Savickas (1996) stated that career theories will almost automatically indicate general intervention strategies that address the problem. After identifying the client's problem, counselor trainees can begin to devise a specific treatment plan and use tests and inventories to gather data about specific problems a client may have. Each theory uses particular inventories and tests to operationally define the problem it addresses (Savickas, 1996). Concept mapping fosters in students the ability to distinguish the identifying characteristic of the career problem. The following career service areas are categorized by problem level. Common counselor objectives, theories, and measures are presented along with selected references to assist in the development of a career course curriculum.

Level A: Guidance & Counseling

Career Guidance

Career guidance shows a client how to gather information about themselves and the world-of-work. Objectives include exploring a client's personality type, congruence, differentiation, and consistency of their measured personality type. Relevant theories such as trait-and-factor (e.g., Williamson, 1965), contemporary person-environment fit (Holland, 1997),

and person-environment correspondence (Lofquist & Dawis, 1991) are important for counselor trainees to understand and apply.

Counselor trainees may administer self-scored, content-based inventories such as the *Self-Directed Search* (SDS; Holland, Powell, & Fritzsche, 1994), or the *Self-Scored Kuder Career Search* (KCS; Kuder, 1980). In addition, computer scored inventories such as the *Kuder Occupational Interest Survey* (KOIS; Kuder, 1991) and the *Strong Interest Inventory* (SII; Harmon, Hanson, Borgen & Campbell, 1994) can be administered and interpreted.

Career Counseling

Career counseling helps a client with intrapersonal barriers to career choice closure. Various interpretive methods in the form of personal construct psychology (Forster, 1992), biographical hermeneutics (Kurtz, 1974; Savickas, 1995), narrative paradigm (Cochran, 1997), and constructivist approaches for transitions (McAuliffe, 1993) present career counseling as more personal and therapeutic. Constructivist approaches such as Career-Style Assessment and Counseling (Savickas, 1998) make use of Adlerian concepts such as lifestyle and career style, encouragement, and the use of private logic in career development.

Assessing self-concept and life themes with qualitative measures can help trainees focus on the personal meaning of abilities, interests, values, and choices, as well as how they merge into life themes (Savickas, 1996). Within this process, counselors can help reveal a client's uniqueness. For example, to obtain a cross-sectional perspective of self-concept, counselor trainees can use adjective checklists (Johansson, 1975), card sorts (Hartung, 1999), or the repertory grid technique (Neimeyer, 1989). These techniques help to assess and discuss ways a client may organize and make meaning of their self and the world.

Cognitive and social learning career theories can also be helpful for a client who may have problems with the process of career decision-making. Social-cognitive career theory (Lent & Brown, 1996), the cognitive information processing approach (Sampson, Peterson, Lenz, & Reardon, 1992), along with the *Career Thoughts Inventory* (CTI; Sampson et. al., 1996), career beliefs (Krumboltz, 1996), and planned happenstance theory (Mitchell, Levin, & Krumboltz, 1999) teaches skills to help a client understand how the way they think influences their process toward career decision-making.

Level B: Placement & Development

Career Placement

Career placement helps a client develop and plan ways to attain a new position. The primary objective of career placement is to help a client through the challenges around and difficulty in obtaining a position. Placement activities relate minimally to theory but involve practical interventions such as skill training, gathering information, writing resumes, networking, searching for opportunities, preparing for interviews, and refining self-presentation behavior.

In helping clients develop new skills, trainees can apply specific interventions to aid transition into a job. For example, increasing a client's self-efficacy and job search activity (Eden & Avarim, 1993), assertion training for job interviews (McGovern, Tinsley, Levinson-Liss, Laventure, & Britton, 1975), developing social supports (Rife & Belcher, 1993) and connecting clients with job clubs (Azrin & Besalel, 1980; Murray, 1993) are useful activities.

Career Development

Career development applies theories and measures to assist clients in coping with, preparing for, and managing concerns primarily related to balancing work with other life role activities. Increasingly, adults will struggle with issues that reflect the intertwining of life roles

(Super, Savickas, and Super, 1996). Since some adults vary in the their degree of development and thus the type of tasks they face, a measure of awareness concerning adaptation to changes in work and work conditions is useful. The *Adult Career Concerns Inventory* (ACCI; Super, Thompson, Lindeman, Jordaan, & Myers, 1988) indicates to what stages of career development, and corresponding coping skills, one is attending. The ACCI measures the degree of concern expressed for the major developmental tasks of an adult occupational career.

The use of the ACCI provides counselors with the opportunity to explore what career developmental tasks should be the focal point of intervention. Awareness and planning can be enhanced in three ways: 1) Counselors can teach clients about the process of career development; 2) counselors can facilitate and increase both self and occupational insight, by examining the manner in which a client has coped with career developmental tasks in the past; and, 3) counselors can develop a client's awareness of which career tasks they presently struggle with (Osborne, Brown, Niles, & Minor, 1997).

As work becomes more contextualized people may not be able to satisfy their values at work. Individuals at any stage of the life span can explore the increasing multiplicity of different roles they play in their lives. Their involvement in and commitment to theses multiple roles will vary over their life spans. The *Salience Inventory* (SI; Nevill & Super, 1986) locates the career concern in a client's life space. A counselor focuses attention on the client's life structure and the salience of the work role. If the work role appears important, then further career development and occupational assessments will be meaningful. However, if the work role appears unimportant to a client, then progressing to assessment of vocational self-concept, and vocational identity may not be meaningful or accurate (Savickas, 2001). Career development may also explore the role of leisure as a primary role for attaining life satisfaction (see Blowland & Edwards, 1981;

Liptak, 1991; McDaniels, 1984). A unique developmental measure to gather information about the client's leisure interests is the *Leisure Work Search Inventory* (LSI; Liptak, 1994). In addition, Super's life-space segment may be supplemented with innovative ways to help a client resolve conflicts between work and family (Cook, 1994; Savickas, 1991b; Zimmerman & Cochran, 1993).

Level C: Education & Adjustment

Career Education

Career education engages students and clients in discussion about their competencies such as planning and decision-making, and fosters self-management attitudes such as future orientation and autonomy. Inventories for screening and assessing readiness to cope with career developmental tasks direct the focus for career education. Career choice readiness can be measured in college students using the *Career Development Inventory* (CDI; Thompson & Lindeman, 1981), and in high school students using the *Career Maturity Inventory-Revised* (CMI-R; Crites & Savickas, 1996).

Fostering mature attitudes requires a process-oriented approach to developing an individual's readiness for making a career choice (Savickas & Crites, 1981). Busacca and Taber (2001) suggested that the CMI-R be used by counselors, teachers, and career educators as a process oriented supplement to career guidance and counseling. As an intervention, students can role-play with the available instructional materials of the CMI-R that explain the rationales for the items of the CMI-R attitude scale. In addition, time-perspective interventions (Oleksy-Ojikutu, 1986; Savickas, 1991a) designed to increase future orientation and planfulness can provide for good experiential activities.

Career Adjustment

Career adjustment explores client's work personality and work competencies. In addition, counseling may explore overall life satisfaction, identify activities to better meet clients' needs, assess work adjustment styles, or explore barriers to employment success. Two important models of work adjustment help clients adapt to work or school environments. The first is person-environment correspondence theory (Lofquist & Dawis, 1991). An inventory that has been developed to assess the degree of correspondence is the *Minnesota Importance Questionnaire* (MIQ; Rounds, Henley, Dawis, Lofquist, & Weiss, 1981). The MIQ assesses the work values and needs of individuals, and helps determine how well an occupation reinforces or meets the needs or values of a client. The second is Hershenson's (1996) model of work adjustment. This framework posits that work adjustment is the interaction among three interacting domains within a client's work environment and is applicable to individuals with or without disabilities.

The exploration of work personality and competence can be supplemented with additional value inventories originating from Super's life-space segment of career development. Value expectations concern the opportunity for various roles to meet a variety of value needs. Work and life values are operationalized by two measures: the *Values Scale* (VS; Super & Nevill, 1989), and the *Life Values Inventory* (Crace & Brown, 1996).

Career adjustment can be expanded to help a client negotiate transitions due to a task change, position change, or occupation change. Counseling may focus on the internal psychological barriers and resources adults bring to the career transition process. The *Career Transition Inventory* (CTI; Heppner, Multon, & Johnston, 1994) was designed to assess the individual's internal process variables that may serve as strengths or barriers when making a career transition.

Organizational approaches to career adjustment counseling also provide useful tools for working with a client. Occupational adjustment is assessed using the *Occupational Stress Inventory-Revised* (OSI-R; Osipow, 1998). Counselor trainees can help a client adjust to the present work situation or change to a more appropriate position.

Training Considerations

Several concerns about the use of this framework need to be addressed. The theories and measures selected demonstrate an empirical base and operational utility. They serve merely as guidelines for organizing instruction by problem area, and are not inclusive of all theories, models, and instruments used within the six career service areas. Although multicultural models are not presented in this framework, it is imperative that counselor educators teach this schema within a cross-cultural context (Ponterotto, Rivera & Sueyoshi, 2000). Counselor educators are encouraged to continue working on this framework and tailor it to the needs of their program, curriculum objectives, and availability of inventories.

Second, while the six major problem categories may appear to minimize overlap, complete independence of problem and intervention areas is neither possible nor desirable. Thus, it may be found that trainees have a client who presents within one problem domain and level that is related to or has implications for problems within other domains and levels. Therefore, instructors can facilitate discussion about emerging ambiguity, and have trainees hypothesize about the nature and dynamics of overlapping problem areas.

Last, the schema may have some inherent disadvantages if not applied within a developmental context. Teaching this schema in a course or practicum should be diverse and flexible enough to accommodate students at different levels of professional development. Given

the differences in the cognitive development of students (Stoltenberg, McNeill, & Delworth, 1998), the schema should not be applied rigidly or uniformly as a pedagogical tool.

As this framework aids in the understanding of a client's presenting career problem, it also serves to guide intervention planning, provides a perspective to guide further inquiry, and hopes to stimulate necessary research efforts to investigate its effectiveness for counselor trainees. The application of this schema intuitively holds promise for improving trainee assessment skills when used in entry-level career counseling courses. However, empirical investigation of this schema is needed to determine the extent of its applicability. Currently, a pilot evaluation on the effectiveness of this schema with master's level career counseling trainees using a one-group pretest-posttest design is being prepared. This career assessment schema is an attempt toward connecting existing career theory and practice. It is intended to provide counselor educators with a conceptual tool to help trainees become innovators in practice, and use career theories and measures to the extent that they apply to the complex problems presented by a client.

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Table 1.

Typical Counselor Question & Objective

Career Service Area	Counselor Question	Counselor Objective
	Interpersonal Domain	
A: Career Guidance	Does client wish to begin new job/ or change old position?	Explore match between self-concept & jobs
B: Career Placement	How is client attaining new position?	Prepare, refine, and help secure a position
C: Career Education	Does client express immature attitudes & lack competencies?	Foster autonomy, foresight & self-management attitudes
	Intrapersonal Domain	
A: Career Counseling	Does client have vague self-concept & lack meaning-making?	Develop self-concept, insight & self-reflection
B: Career Development*	How is client coping with normal life tasks?	Enhance awareness & develop skills to negotiate career tasks
C: Career Adjustment	How is client adapting to thwarting conditions?	Increase personal flexibility, adaptive skills, & resilience

* Note. Career Development is not a service area within Savickas' (1998) career problem matrix

Table 2.

Locating Key Problem, Implicit Problem, and Client Question

Career Service	Key Problem	Savickas' Implicit Problem	Client Question
		Interpersonal Domain	
A: Career Guidance	Lack of Information	Making career choice	What shall I choose?
B: Career Placement	Lack of Skill	Starting a career	How do I get a position?
C: Career Education	Lack of Experience	Developing career	Why career?
		Intrapersonal Domain	
A: Career Counseling	Self-Actualization	Self-Conception	Who am I within a career?
B: Career Development	Lack of self-understanding & awareness	Managing & coping*	What should I expect?
C: Career Adjustment	External & internal conflict	Adaptation	What is getting in the way of my career?

* Note. Managing career is not an implicit problem within Savickas' (1998) career problem matrix.